



Bushmead Primary School

Inspection Report

Unique Reference Number 132031
LEA CAMBRIDGESHIRE LEA
Inspection number 285548
Inspection dates 13 July 2006 to 14 July 2006
Reporting inspector Mr. Keith Sadler AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Bushmead Road
School category	Community		PE19 3BT
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01480 375375
Number on roll	288	Fax number	01480 375001
Appropriate authority	The governing body	Chair of governors	Mr. John Sinfield
Date of previous inspection	15 July 2004	Headteacher	Mr. Peter Schneiderei

Age group 4 to 11	Inspection dates 13 July 2006 - 14 July 2006	Inspection number 285548
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average sized primary school. Almost all the pupils come from White British backgrounds and the proportion from minority ethnic groups is very small. Almost all pupils speak English as their first language and few are at an early stage of English acquisition. The pupils' economic background is average. The proportion of pupils entitled to free school meals is slightly below average. The proportion of pupils with learning difficulties and disabilities is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a sound and rapidly improving school and the inspection confirms the school's evaluation that its overall effectiveness is satisfactory. The school provides satisfactory value for money and has a number of good features. Children enter the school with attainment that is below that typically found in other schools and, due to the good quality provision in the Reception class, they settle and achieve well. By the time that they enter Year 1, pupils' attainment has improved with a significant minority meeting the expected goals. Pupils' personal development is good. They thoroughly enjoy school, behave well and have very positive attitudes to learning. Due to the good leadership and management of the headteacher, there have been significant improvements in the quality of provision. The school has shown good improvement since the last inspection, when standards were below average, and there is good capacity for further improvement. Achievement is satisfactory. Teaching and learning, although satisfactory overall, have improved since the last inspection, and there are some strengths in the Foundation Stage, infant and Year 5 and 6 classes in particular. These relate mainly to improvements in the way that teachers plan, and make sure that work set matches the needs of pupils. In addition, pupils are helped by the good quality care, guidance and support provided by the school. As a result, Year 2 pupils attain standards that are close to the national average. Their progress and achievement slows to barely satisfactory levels in the Year 3 and 4 classes. However, due to well organised and consistent teaching in the Year 5 and 6 classes, it quickens in these year groups and the pupils' attainment in English and mathematics at the end of Year 6 is average. Standards in science remain significantly below average and the pupils' progress is slow. This is because the school has rightly placed a strong emphasis on literacy and numeracy. Because of this, the science curriculum has not been developed as well. In addition, there remains a significant difference in the achievement of boys and girls, particularly in English.

What the school should do to improve further

- Raise standards at the end of Year 6, particularly in science and boys' reading and writing.
- Ensure that there is more consistency in the quality of teaching and pupils' learning by building on the good practice evident in some classes.
- Strengthen the quality of the curriculum, particularly that of science.

Achievement and standards

Grade: 3

Although the full range of ability is represented in the school's intake, overall their attainment is below that found typically for the age group. Children settle well, and as a result of the good provision in the Reception class, they achieve well. Their attainment on entry to Year 1, although below national expectations, is marked by good progress particularly in the areas of communication, language and literacy, and personal, social and emotional development. Overall, a significant minority achieve

the expected learning goals. The quality of teaching and learning in the infant years is good and, in consequence the pupils achieve well. Currently the pupils in Year 2 are attaining close to national averages in reading, writing and mathematics. Progress slows in Years 3 and 4 and pupils make barely satisfactory progress. This improves again in Years 5 and 6 and, as a result, standards have improved in English and mathematics to the national average. This is not the case, however, for boys in reading and particularly in writing. Boys make slow progress, and fewer boys than girls meet the national standard at the end of Year 6. In addition, hardly any boys gain the higher level, whereas the proportion of girls gaining the higher level is at the national average. Progress for all pupils in science is too slow and standards at the end of Year 6 are significantly below the national average. This is because the school has placed a stronger emphasis on the teaching and learning of English and mathematics. Pupils whose first language is not English, those who find learning hard or have medical difficulties make satisfactory progress towards the targets set for them.

Personal development and well-being

Grade: 2

The personal development of the pupils is good. They enjoy coming to school, look forward to meeting their teachers and friends and have positive attitudes to school and learning. The parents who responded to the questionnaire were unanimous in saying that their children enjoy school. Their behaviour, both in lessons and around the school, is good. Although many children enter the school with limited social skills, pupils become sensible and mature, due to the good quality care guidance and support provided throughout the school. There have been no exclusions in recent years. Attendance is slightly below the national average. The school has good procedures in place to boost attendance though many families take holidays in term time. The pupils' spiritual, moral, social and cultural development is good. Pupils know right from wrong because the school rules are simple and consistently applied. They are good at recognising their own and their class mates' special talents. Understanding of other cultures and faiths is satisfactory and pupils enjoy their visits to local places of worship. Pupils know how to keep healthy and safe. They drink plenty of water, eat sensibly at lunchtime and make the most of chances for physical education (PE) and play outside. The school council plays an important part in the school. Pupils are learning the importance of community involvement by taking part in musical and sports events which strengthens the school's profile in the locality. Improving standards in English and mathematics are equipping pupils adequately for moving on to secondary school and life beyond.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, and there are a number of good features. There have been good improvements since the last inspection. Teaching

is good in the Reception class, where there is a good understanding of the needs of these children. Through the rest of the school, teachers are much more consistent than previously in their planning. This is now generally of good quality, particularly in literacy and numeracy, and teachers cater well for the differing learning needs of the pupils in their classes. In addition, they generally ensure that the purposes of lessons are shared with pupils. They know what is expected of them and this helps them to develop a sense of pride in their work. Although much of the teaching observed during the inspection was of good quality, this was not the case in the Year 3 and 4 classes where teaching was consistently satisfactory. Consequently, pupils do not learn so well in these classes. There is a need to increase the pace of learning in these classes and to make sure that the pupils are presented with good challenges for the work set. The school has placed a good emphasis on developing the pupils' learning habits. Teachers ask the pupils to talk together about their work, and their good questioning skills means that they can pinpoint future work from the answers provided. Teaching assistants provide valuable support and make a strong contribution to developing the quality of teaching and learning.

Curriculum and other activities

Grade: 3

There has been an appropriate emphasis on literacy and numeracy to raise these important standards. However, foundation subjects such as art and music have suffered and there has not been enough emphasis given to investigation and exploration in science. The introduction of themed days, such as a Victorian day, has been effective in bringing learning to life. Visits by drama groups and film makers motivate the pupils and help achievement. The curriculum in the Reception class is good, balanced well between adult led and independent activities. Pupils with learning difficulties are supported satisfactorily. Special support out of class varies in quality. When successful, pupils make great strides though school data shows that other pupils do not make expected progress. The school provides a good range of extra curricular activities. These are tailored well to meet specific needs, such as information and communication technology for girls. The school has a strong link with Germany, culminating each year in a very popular residential trip.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. There are good procedures for introducing children to the school. The school works closely with parents and the feeder pre-school. Parents, in the questionnaire returns, were unanimously supportive of the school. There are robust procedures in place for safeguarding pupils and for promoting their wellbeing. As a result, pupils feel safe and secure. Risk assessments are regularly carried out by the school and external consultants are also used effectively. The arrangements for making sure that pupils remain healthy and safe are taken seriously by the school and are regularly reviewed. Pupils that find learning hard or

who have medical difficulties are identified and appropriate intervention strategies are employed to assist them towards achievement in line with their capabilities.

Leadership and management

Grade: 2

The headteacher provides good leadership and management and is responsible for the sustained improvements that have been brought about since the last inspection, when standards were below average. He has a clear vision for the school and is determined to ensure that the school's effectiveness improves. Working in close partnership with the effective deputy head teacher, the leadership team and the local authority, he has steered the school towards the improvement of the quality of teaching and learning and the pupils' achievement and standards. The school has shown good improvement since the last inspection and there is good capacity for further improvement. There is a very positive atmosphere of teamwork where the pupils', parents' and staff views are taken seriously and acted upon. As a result, there is a strong sense of purpose and success that permeates the school. The quality of self-evaluation is good. Due to very good improvement in the development of skills of the subject leaders, particularly for literacy and numeracy, staff contribute well to the school's good quality monitoring and evaluation processes. This information is used well to prepare the effective improvement plan. Governance is good. Governors ensure that statutory responsibilities are met, have a good understanding of the school's strengths and weaknesses and support and challenge the school well.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to thank you for helping us when we came to your school to find out how well you are doing and to watch you learn. We think that your school is satisfactory and is improving. Because your headteacher is good at his job, he has made sure that you make better progress in your lessons and your results at the end of Year 6 have improved. He is helped by your deputy head teacher and other teachers. Everyone takes good care of you at school, and you feel safe and secure. We know that you enjoy school and learning because you and your parents told us so. Your behaviour is good and you have very positive attitudes to learning. This is because the teachers generally make sure that lessons make you think and work hard. As a result you make suitable progress, particularly in mathematics, and you achieve standards at the end of Year 6 that are similar to other schools. We have asked the school to work on three things in particular. First, although your progress is good in mathematics, the boys do not make enough progress in English, particularly in writing. Not enough Year 6 pupils achieve Level 5 in English or mathematics. There is also a need to improve standards in science because you do not attain as well as you could. This is because the school needs to do some work to make sure that your science lessons are more interesting and challenging. Finally, we think that many of your teachers do a good job, and we have asked the school to make sure that your teachers learn from each other to make sure that all the lessons they teach are as good as the best ones are now. With best wishes for your future.